children & families

cultural competency
ASSESSMENT TOOL

Prepared by the
Vancouver Ethnocultural
Advisory Committee
of the Ministry for
Children and Families

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CULTURAL COMPETENCY ASSESSMENT TOOL

Prepared by the
VANCOUVER ETHNOCULTURAL
ADVISORY COMMITTEE
of the
Ministry for Children and Families

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1. INTRODUCTION

The Cultural Competency Assessment Tool (assessment tool) is a comprehensive tool intended to assist the Vancouver region of the Ministry for Children and Families and community based agencies of all sizes in the Vancouver area in becoming more culturally competent. It is not meant to be used as a pass/fail mechanism, but rather as a way to identify strengths and weaknesses, and to develop an action plan for improvement. The underlying principle of the assessment tool is to enhance services and programs to ethnocultural communities, including newcomers, in the Vancouver area.

The assessment tool was developed using the "Defining Cultural Competence" A Framework for Contracted Service Providers and the Ministry document (June 1997 - the framework). While the framework provides a practical and operational set of indicators and guidelines in defining what cultural competence means and the development process towards it, the assessment tool goes one step further and provides a more formalized approach to assessing the cultural competency of an organization. However, this approach does allow some flexibility, as there is an inherent element of subjectivity.

A working group of the Ministry for Children and Families Vancouver Ethnocultural Advisory Committee (EAC) developed the initial draft tool. This working group was made up of the following individuals:

- Chris Friesen, The Immigrant Services Society of BC (also co-chair of the EAC);
- Fred Milowsky, Vancouver/Richmond Region, Ministry for Children and Families (also co-chair of the EAC);
- Judy Abbott, Internal Audit Branch, Ministry of Finance, who was on temporary assignment with Ministry for Children and Families to work on this project;
- Wendy Au, Social Planning Department, City of Vancouver;
- Judy Kilcup, United Way of the Lower Mainland;
- Sandra Sundhu, Vancouver/Richmond Region, Ministry for Children and Families; and
- Loma Wing, Multiculturalism BC, Ministry for Multiculturalism and Immigration.

The draft tool was then presented to the EAC for feedback. It was also piloted by South Vancouver Neighbourhood House, Multilingual Orientation Services Association for Immigrant Communities (MOSAIC) and the Vancouver/Richmond region of the Ministry for Children and Families. Judy Abbott acted as the external assessor in all three pilots. Modifications to the tool were made based on feedback received and the results of the pilots. The revised assessment tool was then reviewed and approved by the EAC.

Additional copies of this tool may be obtained by contacting:

Regional Information Advisor
Vancouver/Richmond Region
Ministry for Children and Families
1120-1185 West Georgia Street
Vancouver, B.C. V6E 4E6
Tel: (604) 660-2433 Fax: (604) 660-4005

It is also available on the Ministry for Children and Families' website at:

http://www.mcf.gov.bc.ca\reports_publications.htm

2. DEFINITIONS

Cultural Competency - refers to the ability of organizations and systems to function and perform effectively in cross-cultural situations. (Cross 1989; Kunisawa 1988; Sue et al, 1992)

Cultural Diversity - refers to the unique characteristics that all of us possess that distinguish us as individuals and identify us as belonging to a group or groups. Diversity transcends concepts of race, ethnicity, socio-economic, gender, religion, sexual orientation, disability and age. Diversity offers strength and richness to the whole (Hastings Institute).

2.1 Principles of Cultural Competence

Inclusiveness – refers to an organizational system where decision-making includes perspectives from diverse points of views, from within and without the organization, where appropriate. (Hastings Institute, with reference to Byron Kunisawa and Websters New Collegiate)

Reflecting cultural differences – refers to the process of identifying or recognizing cultural diversity. Reflection is demonstrated through organizational statements and policies.

Valuing cultural differences – refers to the process of regarding highly cultural differences. Valuation is demonstrated through the organization's actions, practices and implementation of policies.

Employment Equity – Describes approaches to achieving equal access to employment for all groups in Canada. The primary focus of employment equity is the prevention, identification and removal of discriminatory barriers in an organization's recruitment, hiring, training, retention, career pathing, promotion and income policies and practices. (Institute for Managing Diversity)

Service Equity – ability to provide accessible and relevant services to the targeted groups.

2.2 Areas of Impact

Organizational/Foundation Statements and Documents - includes statements such as mission, vision, core values, mandate, principles, goals and objectives, as they relate to cultural competency. This list is not exhaustive and not all organizations would be expected to have all of these statements. Statements may be contained in various documents such as business and strategic plans.

Program Policies and Procedures - written statements that specify or guide how a specific program should be delivered. Policies are over-riding statements, while procedures are more specific. For the purposes of this assessment tool, the focus will be on managing the workforce, service delivery and the staff who deliver those services.

Program Practices - the actions performed when delivering a program or service. In theory, practices should be closely linked with policies and procedures. However, this will not always be the case and the audit will examine this to the extent that they relate to cultural competency.

Personnel Policies, Procedures and Practices - as above, except these are related to areas such as hiring, career pathing and workplace behaviour, as it pertains to cultural competency.

Skills and Training - the skills and training required to manage the organization and deliver services in a culturally responsive manner.

Organizational Composition and Climate - the structure of an organization including the composition of hierarchical levels and the environment in which the organization operates, as it pertains to cultural competency.

Community Consultation and Communication - refers to how the organization interacts with the community for the purpose of achieving cultural competency. Interaction involves a broad spectrum of activities ranging from involving community members in decision making to informing the community at large about available programs and services.

3. CULTURAL COMPETENCY ASSESSMENT TOOL

Area of Impact	Criteria Statement
Organizational/ Foundation Statements and Documents	• The process of developing/reviewing the statements/documents includes input and/or participation from staff and people from outside the organization.
	• Statements/documents have been communicated to staff and are understood by staff.
	• Statements/documents have been communicated to the target population or are readily available to them.
	• Statements/documents reflect that all services, whether delivered directly or indirectly, should be culturally competent.
	• Language in the organizational statements/documents acknowledge the ethno-cultural diversity of the target population (service and geographical targets), board and staff.
	• The statements/documents make reference to involving various groups in decision making.
	• Organizational statements/documents acknowledge the importance of service equity.
Program Policies and Procedures	• Policies and procedures are developed through consultation with and input from staff, board, and others who reflect the cultural make-up of the target client population.
	• Policies promote a range of culturally appropriate service delivery models.
	• The organization has policies that incorporate goals of eliminating barriers of accessibility to services and which have been implemented.
	• The organization has policies on multiculturalism, racism, harassment and discrimination that extend to clients and which have been implemented.
	• Policies that should be shared with clients are available in different languages. (Alternatively, the organization could have a translator, interpreter or multi-lingual staff to assist non-English speaking clients.)
	• Policies are translated into procedures, which are reviewed for consistency with policy.
	• Policies and procedures are communicated to staff and/or discussed in training sessions.
Program Practices	• Information is gathered about the demographics of the targeted client group.
	• Client groups are reflective of the community served, assuming the target group is a community in general.
	• A range of culturally appropriate service delivery models are planned, developed and implemented.
	• Programs are developed/reviewed through community consultation.
	• Programs are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate services in terms of cultural needs.
	• Program practices are reviewed for consistency with policies and procedures.
	• A complaint resolution process is used and is effective.

Area of Impact	Criteria Statement
	• The skill sets of staff/volunteers reflect the needs of the target population.
Personnel Policies and Practices	• The organization has developed and implemented an employment equity plan that covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and composition of work force that reflects the cultural diversity of the community.
	• Input was sought from staff, management and board members in developing Employment Equity and Personnel policies.
	• The organization has personnel policies on multiculturalism, racism, harassment and discrimination, which have been implemented.
	• The organization has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs, and which has been implemented.
	• Policies are translated into procedures, which are reviewed for consistency with policy.
	• Policies and procedures are communicated to staff and staff understand them.
	• Management conducts performance evaluations being sensitive to cultural differences.
	• Performance evaluations have a section on cultural competence.
Skills and Training	• A training plan, which includes ethno-cultural and cultural competency related training, has been developed.
	• The training plan acknowledges the importance of providing relevant and accessible services to the targeted groups.
	• The organization provides training to all staff to increase their awareness of cultural competency.
	• The organization provides additional support to ethno-cultural staff and volunteers, where required.
	• Funds and staff time are set aside for cultural competency training.
	• People with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.
Organizational Composition and Climate	• The composition of the organization (management, staff, board, committees, contractors) is reflective of the targeted client groups.
	• The organization provides a welcoming environment for the relevant target groups.
	• The organization and its contractors accommodate diverse religions and cultures.
	• People from diverse backgrounds participate in the organization.
Community Consultation and Communication	• A Community Consultation strategy to assist in service planning and delivery was developed with the community.

Area of Impact	Criteria Statement
	• The Community Consultation strategy recognizes the linguistic diversity of the community.
	• The knowledge and experience of community resources are recognized and utilized when designing programs and services.
	• Various cultural groups in the community have been consulted about the best ways to pursue employment equity.
	• Promotional and educational materials are culturally sensitive and accessible to all client target groups.
	• The organization collaborates with other organizations to develop and deliver culturally responsive services.

APPENDIX A

4. WORKSHEETS

4.1 Instructions for Use

The following worksheets are by area of impact and provide space for ranking each criteria statement and comments to support the ranking. Ranking is done on a progressive scale of 1 to 5, with:

- 1 indicating that the organization does not meet requirements of the criteria statement;
- 2 indicating that the organization meets minimal requirements of the criteria statement;
- 3 indicating that the organization meets partial requirements of the criteria statement;
- 4 indicating that the organization meets substantial requirements of the criteria statement; and
- 5 indicating that the organization meets most or all requirements of the criteria statement. It is important to remember that a ranking of 5 does not necessarily mean that an organization has nothing left to do, as there still could be tasks required to maintain that ranking.

A ranking of N/A means that the statement is not applicable. Comments should also be included as they add more meaningful information and/or justification for the ranking.

As noted earlier in the Introduction, the assessment tool is not meant to be used as a pass/fail mechanism, but rather as a way to identify strengths and weaknesses. Furthermore, as the criteria statements are not exhaustive, space is provided for additional comments at the end of each worksheet. This space could also be used to explain various situations. For example, under the Program Policies and Procedures section, an organization may not have formally written policies, but its practices could reflect its commitment to cultural competency. As another example, an organization whose target clients are from multicultural groups may hire staff based on their multicultural skills and expect them to already have a high awareness of cultural competency. As such, parts of the Skills and Training section may not be very applicable.

In using the Cultural Competency Assessment Tool, certain options should be considered. The tool has been designed so that it can be used by internal staff for a self-assessment or by an external party for an independent evaluation. If used internally, a suggested method for applying the tool is to have some or all employees complete the worksheets and then have them discuss their answers to arrive on common ground. If used externally, staff should provide the external assessor with policies and other background information so that he or she may become familiar with the organization. The assessor would then interview various people in the organization to complete the worksheets. Interviews with several people at once, as opposed to one on one, would result in time savings. However, answers may not be as frank if an employee is interviewed at the same time as his or her supervisor. Whether the tool is used internally or externally, it is important that a broad mix of staff be involved in the process.

It is noted that the pilots of the assessment tool were carried out using an external assessor and that staff of the organizations involved in the pilots felt that an external assessor was very beneficial and preferred this method.

There are also some pros and cons associated with internal vs. external use, which should be noted. An internal evaluation may be cheaper as the cost of hiring an assessor could be avoided. However, the evaluation may contain biases, depending on who is tasked with co-ordinating the answers. Moreover, staff may be more open with an independent assessor than with a fellow employee. On the other hand, an external evaluation is likely to be more limited

with respect to the number of interviews conducted. Therefore, the end result may not be as comprehensive or accurate, as compared to if the assessment had been done internally. These pros and cons should be weighed by the organization.

Another option involves completing the tool in sections. The tool is quite comprehensive and could require a significant amount of time to complete. As such, an organization may prefer to complete it in several phases, with each phase focussing on certain sections. In addition, for organizations that offer many programs or have distinct departments, it may be more useful to complete sections 4.3 Program Policies and Procedures and 4.4 Program Practices for each program or department rather than for all programs in general. Thus, an organization may choose to complete these two sections by program over time rather than all at once.

After the worksheets have been completed, all the comments made are reviewed and an Action Plan is prepared by focusing on a few weaknesses within each section and identifying some steps that can be taken to improve the organization's level of cultural competency. The Action Plan should be completed internally, regardless of whether the assessment was done internally or externally, as the organization is in the best position to know which activities should be priorities and what are reasonable timelines.

4.2 Organizational/Foundation Statements and Documents

Criteria Statement	Ranking	Comments
• The process of developing/reviewing the statements/ documents includes input and/or participation from staff and people from outside the organization. (Note: external representation can be achieved through board members who are also interested members of the public.) ➢ Interview staff to determine the process used. Enquire if there are any minutes/notes from meetings with staff, external parties, etc.	1 2 3 4 5 N/A	
• Statements/documents have been communicated to staff and are understood by staff. ➢ Interview staff.	1 2 3 4 5 N/A	
• Statements/documents have been communicated to the target population or are readily available to them. ➢ Interview staff to determine the communication process. ➢ Look for corroborating information such as pamphlets and posters in the reception area.	1 2 3 4 5 N/A	
• Statements/documents reflect that all services, whether delivered directly or indirectly, should be culturally competent. ➢ Review the statements to see if they refer to offering services using different service delivery models or in different languages.	1 2 3 4 5 N/A	
• Language in the organizational statements/documents acknowledge the ethno-cultural diversity of the target population (service and geographical targets), board and staff. ➢ Review the statements.	1 2 3 4 5 N/A	
• The statements/documents make reference to involving various groups in decision making. ➢ Review the statements to see if they make reference to obtaining and using input from various groups such as clients,	1 2 3 4 5 N/A	

Criteria Statement	Ranking	Comments
community and staff for decision making or otherwise recognizes their impacts on decision making.		
• Organizational statements/documents acknowledge the importance of service equity. ➢ Review statements to see if they make reference to services being available and accessible to all members of the target group.	1 2 3 4 5 N/A	

Other Comments

4.3 Program Policies and Procedures
Department/Program Name:_____

Criteria Statements	Ranking	Comments
• Policies and procedures are developed through consultation with and input from staff, board, and others who reflect the cultural make-up of the target client population. ➢ Inquire as to how policies and procedures are developed. Interview people from several groups (staff, board, etc.) to get corroborating information. ➢ If available, review agendas and minutes from meetings.	1 2 3 4 5 N/A	
• Policies promote a range of culturally appropriate service delivery models. ➢ Review policies for reference to culturally sensitive delivery methods such as outreach programs and the use of other languages.	1 2 3 4 5 N/A	
• The organization has policies that incorporate goals of eliminating barriers of accessibility to services and which have been implemented. ➢ Review policies that address language, mobility, hours of operation and other areas that could be potential barriers to services.	1 2 3 4 5 N/A	
• The organization has policies on multiculturalism, racism, harassment and discrimination that extend to clients and which have been implemented. ➢ Review policies to determine what has been developed. ➢ Discuss with staff if policies have been implemented.	1 2 3 4 5 N/A	
• Policies that should be shared with clients are available in different languages. (Alternatively, the organization could have a translator, interpreter or multi-lingual staff to assist non-English speaking clients.) ➢ Determine how information such as a complaints policy or program eligibility is shared with non-English speaking clients. Look for pamphlets in different languages or multi-lingual staff.	1 2 3 4 5 N/A	
• Policies are translated into procedures, which are reviewed for consistency with policy. ➢ Compare policies and procedures for consistency.	1 2 3 4 5 N/A	

Criteria Statements	Ranking	Comments
• Policies and procedures are communicated to staff and/or discussed in training sessions. ➢ Discuss communication process with staff and management. ➢ Review training modules/manuals.	1 2 3 4 5 N/A	
• Staff are aware of and understand policies and procedures. (Or know where to find them.) ➢ Discuss with staff if they are aware of and clear on policies and procedures or if there are any ambiguities.	1 2 3 4 5 N/A	

Other Comments

4.4 Program Practices
Department/Program Name:_____

Criteria Statement	Ranking	Comments
• Information is gathered about the demographics of the targeted client group. ➢ Discuss with staff if this has been done. Information could be gathered through various methods including focus groups, consultation with the community and contracted studies.	1 2 3 4 5 N/A	
• Client groups are reflective of the community served, assuming that the target group is a community in general. ➢ Discuss with staff the ethnic background of clients and compare with the intended target population.	1 2 3 4 5 N/A	
• A range of culturally appropriate service delivery models are planned, developed and implemented. ➢ Discuss with staff if and what various models have been planned/developed. Examples of models include outreach and modified hours. ➢ Discuss with staff if models were implemented.	1 2 3 4 5 N/A	
• Programs are developed/reviewed through community consultation. ➢ Discuss with staff if and how this is done.	1 2 3 4 5 N/A	
• Programs are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate services in terms of cultural needs. ➢ Discuss with staff if this is done. An example of this would be assessing the relevance of a program by determining if the client group still reflects the demographics and profile of the ethno-cultural community to be served. ➢ Other examples – accessibility barriers which may be addressed through outreach programs or modifying hours of operation. ➢ Discuss if and how problems were addressed.	1 2 3 4 5 N/A	

Criteria Statement	Ranking	Comments
• Program practices are reviewed for consistency with policies and procedures. ➢ Discuss if this is done. Discuss with staff if any practices deviate from policies/procedures.	1 2 3 4 5 N/A	
• A complaint resolution process is used and is effective. ➢ Discuss with staff how the process is communicated to clients and whether it is used. Examine written documentation to assess whether conflicts are resolved satisfactorily.	1 2 3 4 5 N/A	
• The skill sets of staff/volunteers reflect the needs of the target population. ➢ Discuss with management the ethno-cultural skills of staff. Examples include knowledge of other languages.	1 2 3 4 5 N/A	

Other Comments

4.5 Personnel Policies and Practices

Criteria Statement	Ranking	Comments
• The organization has developed and implemented an employment equity plan that covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and composition of work force that reflects the cultural diversity of the community. ➢ Review the strategy. ➢ Discuss with management how the strategy was implemented. Look for evidence of implementation. (e.g. composition of work force).	1 2 3 4 5 N/A	
• Input was sought from staff, management and board members in developing Employment Equity and Personnel policies. ➢ Discuss with various people how personnel policies were developed.	1 2 3 4 5 N/A	
• The organization has personnel policies on multiculturalism, racism, harassment and discrimination, which have been implemented. ➢ Review policies to determine what has been developed. ➢ Discuss with staff if policies were implemented.	1 2 3 4 5 N/A	
• The organization has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs, and which has been implemented. ➢ Review policies. ➢ Discuss with staff for evidence of implementation. Areas to look for include posting job ads in ethnic newspapers, TV, radio, within the agency and to other ethno-cultural agencies, makeup of panel and location of interview. ➢ Discuss requirements for promotion and acting opportunities to see if they are bona fide.	1 2 3 4 5 N/A	

Criteria Statement	Ranking	Comments
• Policies are translated into procedures, which are reviewed for consistency with policy. ➢ Review procedures for consistency with policy.	1 2 3 4 5 N/A	
• Policies and procedures are communicated to staff and staff understand them. ➢ Discuss with management how policies are communicated. ➢ Discuss with staff how well they understand these policies.	1 2 3 4 5 N/A	
• Management conducts performance evaluations being sensitive to cultural differences. ➢ Discuss with management and staff if this is being done. If an accommodation for cultural reasons has been given, it should not reflect negatively in the evaluation.	1 2 3 4 5 N/A	
• Performance evaluations have a section on cultural competence. ➢ Discuss with management if evaluations take into account employees' understanding of cultural competence or their development of cultural competence skills. Examples include attending cultural competency training, developing skills to work with multicultural clients and initiating projects to ensure services are delivered in a culturally competent manner.	1 2 3 4 5 N/A	

Other Comments

4.6 Skills and Training

Criteria Statement	Ranking	Comments
• A training plan, which includes ethno-cultural and cultural competency related training, has been developed. ➢ Review training plan.	1 2 3 4 5 N/A	
• The training plan acknowledges the importance of providing relevant and accessible services to the targeted groups. ➢ Discuss with staff if there is training (e.g. components of some courses, perhaps) that deal with accessibility and relevancy issues.	1 2 3 4 5 N/A	
• The organization provides training to all staff to increase their awareness of cultural competency. ➢ Discuss with staff if this is done. Possible areas of training include: management styles – how to manage staffs with diverse backgrounds and team building, and core training that shows a commitment to diverse cultures, multiculturalism and anti-racism.	1 2 3 4 5 N/A	
• Funds and staff time are set aside for cultural competency training. ➢ Cultural competency courses are developed or available and are attended by staff.	1 2 3 4 5 N/A	
• People with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties. ➢ For example, a payroll clerk who can speak Spanish occasionally helps the receptionist interact with Spanish speaking clients. Discuss with management and staff if such a situation has occurred and if so, how appreciation was shown.	1 2 3 4 5 N/A	

Other Comments

4.7 Organizational Composition and Climate

Criteria Statement	Ranking	Comments
• The composition of the organization (management, staff, board, committees, contractors) is reflective of the targeted client groups. ➢ Note the composition of the organization and the targeted client population.	1 2 3 4 5 N/A	
• The organization provides a welcoming environment for the relevant target groups. ➢ Look for items such as posters, signs, multi-language pamphlets, books and newspapers, different ethnicity dolls. Also note what is not present (e.g. inappropriate posters and magazines). ➢ Note the presence and manner of receptionists. ➢ Discuss with staff if the organization puts on any multicultural activities.	1 2 3 4 5 N/A	
• The organization and its contractors accommodate diverse religions and cultures. ➢ Discuss with staff if this is done. Examples include observing different religious holidays, providing flexible working hours and hours of business and observing certain dress codes.	1 2 3 4 5 N/A	
• People from diverse backgrounds participate in the organization. ➢ Discuss with ethno-cultural staff if there are opportunities for promotion, if they feel equally respected and if they are invited and made to feel welcomed to participate in organizational activities.	1 2 3 4 5 N/A	

Other Comments

4.8 Community Consultation and Communication

Criteria Statement	Ranking	Comments
• A Community Consultation strategy to assist in service planning and delivery was developed with the community. ➢ Discuss with staff if this was done. Strategies used to gather community input could include approaching the community rather than having them come to you and conducting meetings in other languages.	1 2 3 4 5 N/A	
• The Community Consultation strategy recognizes the linguistic diversity of the community. ➢ Discuss with staff and review the strategy to see if there are policies and funding for translators, interpreters, multi-language pamphlets and multi-language advertising.	1 2 3 4 5 N/A	
• The knowledge and experience of community resources are recognized and utilized when designing programs and services. ➢ Discuss with staff if this was done. If possible, obtain evidence through reviewing minutes and notes that information from focus groups and community consultation was actually used.	1 2 3 4 5 N/A	
• Various cultural groups in the community have been consulted about the best ways to pursue employment equity. ➢ Discuss with staff if this had been done.	1 2 3 4 5 N/A	
• Promotional and educational materials are culturally sensitive and accessible to all client target groups. ➢ Discuss with staff and review materials to see if they are available in different languages, the images used and the methods of advertising used (e.g. ethnic newspapers).	1 2 3 4 5 N/A	
• The organization collaborates with other organizations to develop and deliver culturally responsive services. ➢ Discuss with staff if this has been done. Obtain examples of collaborative efforts such as joint funding and sharing of employees.	1 2 3 4 5 N/A	

Other Comments

Appendix B

5. Action Plan

Area of Impact	Weakness	Required Action	Completion Date
Organizational/ Foundation Statements and Documents			
Program Policies and Procedures			
Program Practices			
Personnel Policies and Practices			
Skills and Training			
Organizational Composition and Climate			
Community Consultation and Communication			

Appendix C

6. Suggested Resources

The following are some names and web sites of government ministries and non-government agencies that have undertaken work in the area of cultural competence. These organizations may have policies and procedures, which could be used as examples for other organizations in developing their own multicultural policies and procedures.

Department of Canadian Heritage – Multiculturalism Branch Regional Office 300 West Georgia Street, Room 400 Vancouver, BC V6B 6C6 Tel: (604) 666-0176 Fax: (604) 666-3508 http://www.pch.gc.ca/multi/html/english.html	Canadian Council of Refugees (CCR) 6389-A Drolet #302, Montreal, QC H2S 2T1 Tel: (514) 277-7223 Fax: (514) 277-1447 http://www.web.net/~ccr/
Ministry of Multiculturalism and Immigration Multiculturalism BC 2nd Floor – 1125 Howe Street Vancouver, BC V6Z 2X8 Tel: (604) 660-1188 Fax: (604) 660-1150 http://www.gov.bc.ca/mi	Ministry for Children and Families – Diversity Branch PO Box 9701 Stn. Prov. Govt. Victoria, BC V8W 9S1 Tel: (250) 387-5557 Fax: (250) 356-7187 http://www.mcf.gov.bc.ca/reports_publications.htm
MOSAIC 1522 Commercial Drive Vancouver, British Columbia V5L 3Y2 Tel: (604) 254-0244 Fax: 254-2321	

7. Feedback Form

Appendix D

We are interested in any feedback you have regarding your use of the Cultural Competency Assessment Tool and would appreciate it if you would take the time to answer the following questions.

Agency Name: _____

Your name, title and phone number: _____

1. To what extent did the agency use the tool? (used the entire tool, used some sections only, applied some programs only, etc.)

_____

_____

2. Did your agency conduct the assessment using an external assessor or an agency employee? _____
3. How many employees were involved in the assessment and how much time was spent in total? _____
4. What did you like about the tool? _____

_____

_____

5. What didn't you like about the tool? _____

_____

_____

6. Other Comments: _____

_____

_____

_____

Attach a separate page if more space is needed.

Thank you for taking the time to complete this feedback form. Please mail or fax it to:

Regional Information Advisor
Vancouver/Richmond Region, Ministry for Children and Families
1120 – 1185 West Georgia St.
Vancouver, BC V6E 4E6
Fax: (604) 660-4005